Preliminary
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SOME PROBLEMS AND OPPORTUNITIES IN RELATION TO THE

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4-H CLUB

ORGANIZATION

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National Advisory Group
on
4-H Post-war Programs
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ORGANIZATION

Membership

Projects

Local Organization

Leadership

Relationships

Teaching Methods

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Contests, Awards, and Recognition

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MEMBERSHIP

Example of the Situation:

Membership has shown a steady growth since 1920. Early hopes of 3,000,000 by 1943 through stimulus of the war program have not been realized. Approximately 43 percent remain only 1 year. Holding power seems to decrease significantly at 14 years of age. At present we reach through membership 21 percent of the theoretically available at 10 years; 19.7 percent at 11, etc., to 0.8 percent at 20 years. 34.24 percent reenroll 3 years or longer. 4-H Club work reaches 574.286 youth of 14 years and over, not counting college 4-H Club members or leaders under 21 not classed as junior leaders. 41,153 young people not 4-H took part in organized extension groups. 47.2 percent were 21 years and under.

What needs to be done to:

(a) Assure growth?

(b) Hold members longer?

(c) Attract more 15- to 20-year-olds?

4-H Program Implications

Goals

Types of action

PROJECTS

Example of Problem or Situation:

The project is one of the best teaching devices available. It also has been traditionally used as a basis for membership. 4-H projects usually are of an economic nature. In view of recent studies, trends of organization pattern in older youth groups, and in view of problems and situations faced by young people in the post-war period, the following questions may be asked.

QUESTIONS:

Do projects with present interpretations tend to discourage older 4-H members from remaining in longer; prevent new older youth (15 to 20) from joining?

To what extent can all post-war problems be dealt with on a project basis?

Are other teaching or influencing devices desirable for the 10-to 20-year group (in as well as out of formal clubs)?

What should be the core of the program for the 15-to 20-year-olds?

Goals	Implications	Types of action	1
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LOCAL ORGANIZATION

Examples of the Problem or Situation:

Size of clubs has a wide range from five members to several hundred. Many clubs are without adult volunteer leaders. Large numbers are not rooted to the neighborhood. They often are influenced by school consolidation. Many meetings lack planning, vital programs, or sufficient member participation. Clubs often lack adequate local sponsorship. Many are seasonal and short-lived. Parents often are indifferent and uninformed.

QUESTIONS:

What about age groupings?

Would more coeducational clubs and events help to hold the 15-to 20-year-olds longer?

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What program-planning features are needed to attract this group, beyond the joiner age?

The 4-H name is universally recognized. How can we make it mean more?

To what extent should the community club be broken down into neighborhood or other smaller groups?

4-H Program	Implications Types of action
Goals	Types of action
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THATERSHIP

Examples of the Problem or Situation:

In 1943 there were 120,860 adult leaders, representing an increase each year. Ratio is one adult for every 13.5 members. 44,084 boys and girls reported as leaders. Only 27,061 enrolled in a junior leader project. Turnover of leaders continues as a problem. Studies (Joy) reveal that leaders want help in:

- 1. Understanding aims and purposes of 4-H Club work.
- 2. Their own duties as local 4-H leader.
- 3. 4-H methods of teaching.

They want more help on understanding broad principles underlying successful work with youth, such as:

- 1. How to appeal to boys and girls.
- 2. How to teach subject matter.
- 3. How to measure the progress of 4-H members.

QUESTIONS:

How can more proper and sufficient training and recognition be given 4-H leaders?

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What should the basic organization pattern be in respect to adult leadership?

What relationship should junior leaders (those under 21) be to the adult leaders?

Goals	Program Implic	Types of action	on
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RELATIONSHIPS

Many groups, agencies, and organizations will concern themselves with youth programs after the war. As was true during the depression and the war period, many of these may be destined to be short-lived; others may aggressively want to pre-empt the rural boys' and girls' time and interest.

QUESTIONS:

What should our basic policy be?

To what extent shall we be a service agency for others?

How can we best continue to help local people build the 4-H program with its own identity?

What should the relationship be between the 4-H. program and the 20-to-30 age group beyond 4-H age?

How can we get fuller and more complete support of more people? Who? What?

Goals	Service Services	:	Types of	action
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TEACHING METHODS

An erganized group under lecal leadership with individual as well as group projects has served as the teaching unit.

QUESTIONS:

Is the opportunity for the project at home fully utilized?

Can demonstrations be used more extensively at local meetings?

What principles should be considered in the preparation of bulletins?

Should we look to special groupings or events to properly reach special interest, age, or problem groups?

How can we use 4-H events more effectively as teaching aids?

Can camps, institutes, short courses, discussions, forums, and the like, be used to stimulate growth through problems not reducible to projects—like world trade?

Is there an opportunity to use special methods with youth who are not members of local 4-H Clubs?

Goals : Types of action

- PPLALS

Examples of the Problem or Situation:

Wartime appeals have been based on the timely thesis, "Join a Club, Produce and Conserve, and Help Win the War." This has helped youth feel important in a major task.

QUESTIONS:

On what should appeals to youth be based?

- (a) Transition period.
- (b) Post-war period.

CONTESTS, AWARDS, AND RECOGNITION

Examples of the Problem or Situation: .

These devices continue to prove useful in the 4-H Club program. With more public interest in youth after the war, more support for 4-H work will be possible.

QUESTIONS:

Are we clear on the purpose, value, and use of contests?

What adjustments in our present contests need we make to fit them better for posr-war programs?

How can these devices be more closely integrated into the regular club program?

Goals		Implications	Types of action
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